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ABSTRACT

Presented is the conference report and followup of PAB (Parents-Administrators-Board Members), a team of people concerned about a cooperative approach for meeting the challenges of gifted and talented students. The background and history of PAB, the procedures in planning the conferences, a description of the conference format, and suggestions for future action are covered in section 1 of the document. The remainder of the booklet contains appended material which includes a copy of the pre-conference announcement, a pre-conference work sheet, a sample evaluation questionnaire, an information sheet, and a copy of the PAB program. (SBH)

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PAB CONFERENCE REPORT AND FOLLOW-UP

PREPARED BY
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Office of the Ventura County Superintendent of Schools
Ventura, California

September, 1974

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NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE
ON THE GIFTED AND THE TALENTED

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Introduction

"PAB" as originally defined stood for "Parents-Administrators-Board Members" as a team of people concerned about a cooperative approach for meeting the challenges of gifted and talented pupils. Now that the Conferences which focused on these challenges have been held, this write-up uses the same letter symbols (PAB) to stand for "the past and the beginning."

While the planners of the earlier Conferences were generally pleased with the results and while the participants' responses were clearly favorable, what happens at the local sites is infinitely more important: the Conferences were designed to exchange and evoke ideas--it is at the local level where the action occurs.

The first part of this follow-up summarizes some of the thoughts that went into the initial Conferences in Howard County, Maryland, and San Diego, California; the second part of the report reflects on the effectiveness of the various parts of the Conference format, and the third part of the report suggests action recommendations for local-site personnel. Parenthetically, we should add here that even though many people have offered ideas for this report and have helped in many other ways, the writers, James L. Olivero and Irving S. Sato, accept responsibility for the contents contained herein.

Background and History

The National/State Leadership Training Institute on the Gifted and the Talented (N/S-LTI-G/T) in cooperation with the Ventura County Schools had as a major objective of its program to inform parents throughout the United States about the needs and programs available for the gifted and talented; this objective had been the result of countless requests. National conferences were proposed as vehicles for accomplishing this objective.

As the planners of the Conferences organized the program, attention was called to two major factors which clearly enhanced the outcomes for the people in attendance:

1. In addition to parents, administrators and members of the Board of Education should be invited to attend the meetings.
2. In addition to "awareness" opportunities at the conferences, participants should have an opportunity, while at the conference, to prepare specifically for at-home activities.

The notion of having a three-person team from each district was, in retrospect, a powerful idea. A major consideration for this approach was the feeling that a team of three working cooperatively and collaboratively was more likely to get something accomplished than parents returning from a meeting possibly going to a school board meeting where they might embarrass or otherwise increase the chasms which sometimes exist between the home and the schools. (Incidentally, even though parents were outnumbered at the Conferences, there was no evidence that they were timid or that they withheld anything they had on their minds. Indeed, the chance to discuss matters openly in a non-threatening environment was a quiet, positive reality.) From a conference planner's perspective, the biggest difficulty was getting districts to send the appropriate three-person teams---in every case, the requirement was upheld and the Conferences were the better for it. A top-level administrator (superintendent or assistant superintendent) and a board

member had to be on each primary team (see Appendix A for further description of team composition).

For the second point, we found that too often people go to conferences, get turned on, and have a great time, but when they return home, very little action follows. Irrespective of the causes of inaction, the Conference planners believed that the odds for homesite follow-up would be increased if an action plan for continuation could be completed while at the Conference. The worksheets for the plans for action (discussed in greater detail later) served well. Not only did they satisfy the purpose for which they had been prepared, but the tool also indirectly facilitated the important communication among members of the individual teams and served as a common interest for all the participants at the Conference.

The Conference planners (a task force organized by the N/S-LTI-G/T) included people who represent different populations, e.g., industry, educational administration, classroom teachers, board of education, National/State/local gifted representatives, and people from both the public and private school sectors. With this assortment of representatives on the Conference planning group, many concerns for the people attending the conferences were anticipated. The Conferences were considered better planned because of the large involvement of people at the planning stage.

Planning

For the Conferences, the planners worked through both the purposes of the conferences and the details for carrying out the activities at the Conferences. Even though it took some lengthy discussion sessions to reach agreements on the objectives for the conferences, the following eventually emerged:

Goals and Objectives

A. Goals

1. To develop communication strategies for organizing and continuing

constructively-supportive parent groups by working with administrators and board members in the education of gifted and talented students.

2. To define aspirations for the educational system in relationship to education of gifted and talented students, as developed in a dialogue among students, parents, administrators, and board members.

3. To develop models for subsequent team-planning conferences.

B. Objectives

1. Become familiar with a variety of programs and know where to get additional information about same.

2. Become more aware of the need for educational programs directed at the neglected minority, i.e., the gifted and the talented.

3. Be able to organize and keep going a local parent group.

4. Have, by the end of the Conference, action plans for follow-up at the local level.

To get at the responsibilities required for having such a conference, the following assignments were established:

- Announcements
- Registration
- News releases and mailings
- Conference program
- Pre-Conference materials
- Consultants
- Audio-visual arrangements
- Accommodations
- Coordination

The planners decided upon three additional features which are somewhat unique to conferences. First, if a conference is to be successful, those coming need to have a reasonable "set" about expectations. For this occasion, the planners believed this "set" was a two-way responsibility: e.g., the Conference planners had some requirements as well as those from the participating school districts. In the case of planners, two actions were required:

1. Send out an announcement which clearly outlined the purposes of the Conference. (See Appendix A for a sample of the pre-Conference announcement.)

2. Follow-up with pre-Conference materials. These materials were to be studied by the team members prior to arriving at the Conferences. (The responses to this, where the logistics were satisfactory, were quite positive.) Included in the pre-Conference materials were the following:

   a. A cassette featuring Jane Case Williams, Deputy Director, Office of Gifted and Talented, USOE, discussing the results of the USOE Commissioner's Report to Congress on the Gifted and Talented, 1971. Copies of the tape are available from

      The ERIC Clearinghouse for Handicapped and Gifted
      The Council for Exceptional Children
      1920 Association Drive
      Reston, Virginia 22091.

   b. The December, 1973 issue of the Scholastic Teacher, which features a special section on the topic "How To Find and Teach Gifted and Talented Students."

   c. A sample letter from Mrs. Beverly King, Executive Director of the California Parents for the Gifted, with an attachment which offers suggestions on how to start a local parents' organization for gifted and talented pupils. Copies of material are available from Executive Director, California Parents for the Gifted, 4821 Don Juan, Woodland Hills, California 91364.

   d. An excerpt from Teaching Exceptional Children, Fall, 1973, which describes a special program in which students experienced a variety of activities through expeditions and explorations. Copies of this are available from

      Assistant Editor
      Teaching Exceptional Children
      The Council for Exceptional Children
      1920 Association Drive
      Reston, Virginia 22091.

   e. A copy of A Selected Guide to Resources for Information, Materials and Assistance, compiled and edited by the ERIC Clearinghouse for the Handicapped and Gifted. Special emphasis is given to the gifted and talented children and youth. The document is particularly useful to those who are unaware of contacts within States and Regions and is available from the ERIC Clearinghouse for Handicapped and Gifted.

   f. Gifted and Talented: A General Reading List, a selective bibliography put together in June, 1973, and revised in April, 1974. It, too, is available from the ERIC Clearinghouse for

Handicapped and Gifted. The cost is $3.00 for CEC members and $4.00 for non-members. This document contains approximately 100 abstracts of pertinent research and practical application matters. Readers of the abstracts need to make their own choices about follow-up for further information.

g. A copy of a publication entitled "The Saturday Workshop." This document describes a special program underway in Ridgewood, New Jersey, and how the people there got the program off the ground. Copies of the publication are available from: Benjamin Franklin Jr. High School, Ridgewood, New Jersey.

Of particular interest is the role parents play in the operation, through what is called the Gifted Child Society. Parents groups might review this document for potential local site activities.

Supplementing the reading and listening activities was a work assignment sheet for the parents-board members-administrators to complete prior to attending the Conferences. Appendix B illustrates Foci Sheet #1 and the kinds of issues participants were encouraged to consider. Many of the participants indicated they either met on their own time at their local sites to discuss the questions or they talked over the items enroute to the meetings. Either way, the worksheet helped to begin the interpersonal communication as well as to give the team members some ideas about the services they would be seeking at the Conferences.

The second feature which seemed to aid in the satisfaction of participants was the opportunity to meet and confer as a team of people during the Conference. The major purpose of these opportunities was to think through some of the information passed along at the Conference by the consultants and to determine how applicable these ideas were for use at the local level. The thrust here was to have some team responsibilities that could be followed up when the team returned home.

The third unique feature had to do with the evaluation of the Conference. The Conference planners believed the sessions could be improved from one Conference to the next, and for this reason sought feedback for possible areas of improvement. Information for

this responsibility was obtained via two instruments: By having participants complete the evaluation questionnaire contained in Appendix C of this report and by having consultants review and offer feedback on the action plans (called the Problem-Solving Foci Sheet #2). The three worksheets for planning and action are included in Appendix D. By having the Conference consultants offer feedback to the participants, the consultants could on the one hand determine how well they were coming across and on the other hand get evaluation information. This proved to be a very important technique.

Conference Format

The Conference format includes both logistical details and the substantive issues which were included in the Conference. The sample copy of a logistical information sheet available for participants is included in Appendix E. Naturally, modification to the sample should be made where appropriate, depending upon circumstances at the local setting.

Obviously, the most important part of any conference has to do with the substantive matters which are included in the format. Planners of conferences seem to benefit from the advice of an old sage who suggested that conferences have a sharp focus and not attempt to be all things to all people. For this reason, the PAB workshops attempted to get the three-person teams to consider themselves as either novices or veterans. Novices were considered those who were just beginning to contemplate the possibility of a gifted and talented program and, therefore, probably needed help on ways to begin. Veterans were considered those who already had programs off the ground but needed assistance in program improvement. Certainly, the novices and veterans had different motivations for attending the Conferences; to the degree possible, allowances were made for people in each of the representative groups.

A rather complicated Conference format was put together; the form followed the functions defined. A copy of one of the Conference formats is included in Appendix F.

There will be no further elaboration here on the necessary arrangements for rooms, coffee breaks, banquets, etc. These items are reasonably self-explanatory from the agenda. A detailed explanation of the other parts of the program follows.

At the opening of the Conference all participants were together; they had an opportunity to hear James Gallagher or Charles Williams describe what is happening nationally with the gifted and talented. These keynoters, along with the Conference coordinator, helped to establish the tone for the Conference. If local conferences have a complex program such as the one included, the opening session is an important time to illustrate the rationale for the conference, to introduce the people who will be assisting as consultants during the conference, and to explain the schedule of events.

Following the opening session, novice parents-administrators-board members had the option to pick from a number of different consultant choices. These choices were in some cases job-alikes; in other cases, simply areas of interest--at least theoretically, all choices were planned before arriving at the Conference (as a result of the preparation of Foci Sheet #1). Those who attended the Conferences indicated that it was helpful when the program suggested the type of audience that would be interested in the consultant's topic. The options for the half-hour sessions included the following:

- Alternative Programs for Gifted/Talented
- Understanding the Gifted/Talented
- Resources (Human and Other)
- Role of Administrators
- Federal/State Legislation
- Role of Board Members
- Role of Parent Groups
- Staff Development: Inservice
- Funding

Participants, when the preceding was done in half-hour awareness sessions, were able to get to at least three different topic areas if they wished. As can be seen from the format, time for the team members to get back together to go over information from the input

sessions was needed and planned for. These sessions provided team members with information so they were able to determine which consultants they wanted to contact for further information and greater specifics. The additional discussion times were established to help participants gain information for later problem-solving activities.

At the time the novices were going through their activities (primarily awareness and information), the veterans were engaging in other kinds of efforts. One session was directly related to skills. That is, the skills of brainstorming, prioritizing, and problem-solving with the force-field-analysis technique were emphasized. These skills were especially useful, it seemed, when people within a school district were interested in resolving complex problems. The skills were especially useful when attempts were made to avoid direct confrontation situations where some people inevitably end up being winners or losers. The operational hypothesis is that more can be accomplished through constructive collaboration than through the establishment of negative constraints. When people have the appropriate skills (and these do not occur without helping people to learn them), problem-solving is possible.

Participants had an opportunity to put the new skills to work by talking through problems they identified in their pre-Conference foci sheet and by considering ways to develop further the District Plan for the Gifted and Talented. The chance to put to use, almost immediately, the skills reinforced the possibility that the skills would be used when the participants returned home. All three of the preceding sessions took place in an atmosphere where the members of the team could work together in a non-threatening manner.

The Conference banquet was one during which all the participants were able to chat again with each other. The Conference planners opted not to have a dinner speaker, but the dinner still served as a brief time for announcements and for further explaining and

defining the details of the Conference. Of course, much informal interaction and cross-pollination of ideas occurred.

Following the banquet there were two different options tried--one at the meeting in Howard County and another in San Diego. Both seemed to work well. The first option offered novices a chance to talk at greater length with consultants. Veterans continued to work on their individual district plans. The other option included (1) a film festival for those who chose that approach (information regarding the films and their use is available from the N/S-LTI-G/T, 316 West 2nd Street, Suite PH-C, Los Angeles 90012), (2) an opportunity to do some independent reading from some of the professional literature made available, and (3) an opportunity for teams to work privately on their district plans. As was stated earlier, both arrangements seemed to work well; local Conference planners may wish to consider some combination of the two approaches.

Following either option, districts were encouraged to turn in their problem-solving sheet (Foci Sheet #2) by the end of the first evening. This sheet was received by the Conference consultants and suggestions were made to the teams about people with whom they might wish to converse before leaving the Conference. Generally, the foci sheets were organized into different subject categories close enough in interests so that the local team members could work with each other including both the available consultants and members of other teams.

Before leaving the Conference, all teams had an opportunity to summarize where they had been and to plan where they wanted to go. This activity may have been one of the most important sessions at the Conference. The chance to gain closure on work undertaken had many relevant psychological benefits. This was a time when rapport between team members was high, when individual responsibilities for the future were agreed upon, and when time lines were established.

As can be seen from the agenda, all participants were reconvened for a closing statement from the Conference coordinator and his staff.

Whence from Here?

There is little possibility of bringing about change in a school district if those concerned do not go about their tasks in a positive, planned, responsible fashion. Collectively, there is strength; as isolated individuals there is little potential power.

Perhaps one of the best ways to begin is to hold a session at the local level which may follow a format similar to those adopted for the national scene. The local-level activities should be planned in advance and they should attempt to be both informative and open. Perhaps it is wise to deal straightforward with the many fears people have about gifted/talented programs. For example, a number of people appear to be concerned about the issues of elitism, homogeneous grouping, difficult selection criteria, and inadequacy of teaching staff. Facing these matters openly helps to allay fears on the one hand, and it helps to identify the obstacles to be overcome on the other hand.

Certainly, the equal treatment of unequals is unequal. Sooner or later most people begin to realize that gifted/talented children have unique needs just like all other children. The gifted and talented, contrary to some beliefs, will not survive and flourish in spite of educators. That they have high potential is no reason to ostracize or otherwise ignore the needs of the children.

The author would strongly suggest that some outside catalyst be brought in as a keynoter. It is true that this person can often say--and get away with saying--some things that local people are unable to say, even though they may be thinking the same thoughts. The outsider can always leave!

People at the conference should be involved; by all means, there must be time for people to talk out matters that are of concern to them. An important goal for a first

session is that of positive interpersonal communicat[illegible]s. If necessary, teach the participants problem-solving techniques---techniques which can be used to help make decisions without having winners and/or losers. Nobody likes to be a loser. In addition to the communication goal, planners of the local conference would be wise to keep the conference in sharp focus--and this task is usually accomplished by determining in advance the goals and objectives of the conference. Obviously, the activities that are undertaken at the conference should be designed to support these goals and objectives.

Before adjourning the first conference, try to have one or two specific activities identified for which action is required. Individual responsibilities for the actions should be designated and a time sequence for the action determined. The next session of the group(s) should be used to illustrate that action and closure on a subject can be accomplished. The closure on tasks illustrates to others that something can in fact happen to bring about change. It is nearly impossible to sustain interest on the part of members of the group if they feel that progress is not being made. The next cycle of events is likely to have more people included because they know success is possible.

In Retrospect

The past must be prologue! Individuals can learn from their successes and failures. They can get where they want to go if they really want to get there. Perhaps it is helpful to remember the words of that great educational philosopher, Pogo, who once responded to the question of why individuals have not done more in the education for the gifted and talented child by saying, "We have met the enemy and he is us."

APPENDIX A

PRE-CONFERENCE ANNOUNCEMENT

P.A.B. CONFERENCE PRE-REGISTRATION FORM
TEAM APPLICATION

1. Local Educational Agency: _____

_____

2. Address: _____

_____

3. Phone: _____

4. Team designation: Novice ____ Veteran ____

5. This pre-registration is for the following Conference:

March 2-3, Howard County, Maryland _____
March 30-31, Denver, Colorado _____
April 27-28, San Diego, California _____

6. Parent Participant:

Name: _____

Address: _____

Phone: _____

7. Administrator Participant:

Name: _____

Title: _____

Address: _____

Phone: _____

8. Board Member Participant:

Name: _____

Title: _____

Address: _____

Phone: _____

The check for the total amount of the Conference registration should be made payable to Ventura County Superintendent of Schools and mailed to the appropriate Conference Coordinator below. Deadline for pre-registration is three weeks prior to each Conference.

Maryland Conference Coordinator

Ms. Martha Sullivan
Supervisor of Special Education
The Howard County Public
School System
8045, Route 32
Clarksville, Maryland 21029

California Conference Coordinator

Dr. Lawrence C. Barry
Special Education Coordinator –
EH and Gifted
Department of Education
San Diego County
6401 Linda Vista Road
San Diego, California 92111

Colorado Conference Coordinator

Dr. Raymond A. McGuire
Superintendent
Adams County
School District 14
4720 E. 69th Avenue
Commerce City, Colorado

Conference Chairman

Irving S. Sato, Director
National/State Leadership
Training Institute on the Gifted
and the Talented
316 W. Second Street, Suite 708
Los Angeles, California 90012

N/S-LTI-G/T
316 W. Second Street
Suite 708
Los Angeles, California 90012

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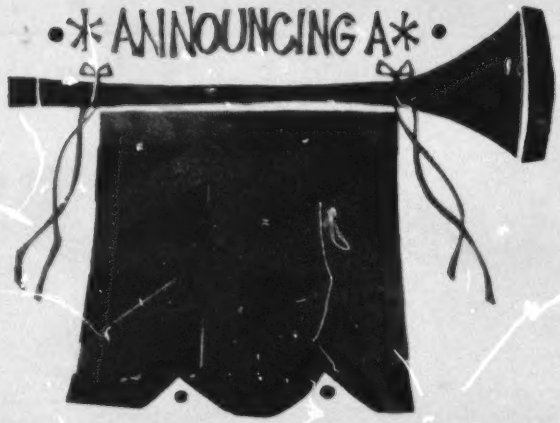


PARENT ADMINISTRATOR BOARD MEMBER

1974 CONFERENCE ON GIFTED EDUCATION PROGRAM PLANNING & DEVELOPMENT

* SPONSORED BY

NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED & THE TALENTED

IN COOPERATION WITH THE OFFICE OF THE VENTURA COUNTY SUPERINTENDENT OF SCHOOLS

WHO? You and other individuals from your community who are interested in improving educational opportunities for gifted and talented pupils are invited. Each school district which wants to participate is required to send a three-member "primary" team, to include a parent, an administrator (superintendent or assistant superintendent), and a board member. A "secondary" team consisting of other individuals (such as a school principal, PTA president, business or industry leader, or legislator) is also welcome.

Alternate participants may attend the Conference when a registrant is unable to be present. Please submit names of alternates as soon as possible. Total team units are expected to attend.

The training staff will include such persons as **J. Ned Bryan, James Gallagher, Gina Ginsberg, David Jackson, Catherine Kennard, Beverly King, Harold G. Lyon, Jr., James Olivero, Irving Sato, and Jane Case Williams.**

WHERE/WHEN? Three locations and dates are planned:

March 2-3, 1974, Howard County, Maryland
March 30-31, 1974, Denver, Colorado
April 27-28, 1974, San Diego, California

Sessions will be scheduled from 12:30 P.M. on Saturday to 12:30 P.M. on Sunday.

WHY/WHAT? Individuals from throughout the country with expertise in gifted and talented education will work with parents, administrators, board members, and other participants through presentations, workshops, printed materials, and small-group interaction sessions to enable the participants to accomplish the following:

1. Become more aware of the need for educational programs specifically for gifted and talented children and learn about program alternatives.

2. Become familiar with various resources available in the education of the gifted and the talented.

3. Learn to organize and maintain an active local parent group which works constructively with administrators and board members to support and develop programs for gifted and talented pupils within a given community.

4. Become more conscious of their individual potentials as change-agents, advocates, and facilitators in behalf of gifted and talented children.

5. Develop, by the end of the Conference, specific action plans for follow-up activities supporting gifted-child education at the local level.

HOW? Districts are invited to make a commitment to gifted education and to participate in this Conference by forming a district team and mailing the attached application form. The pre-registration fee per team is $75 while the registration fee at the Conference is $90. This fee includes attendance for one team, the issuance of one set of pre-Conference materials, one set of special publications, and three sets of Conference notes. Saturday dinner and coffee between sessions are also included. **Registration in each Conference has been limited to 85 teams**; therefore, pre-registration is recommended. Deadline for pre-registration is three weeks prior to each Conference.

CONFERENCE PLAN

Sessions are being specifically planned in order to make the most efficient use of each team's and each individual's time at the Conference.

Teams will be asked to designate themselves as "VETERANS" or "NOVICES." VETERANS will be those teams who have had considerable experience in gifted-child education while NOVICES will be those with little or no such experience.

Listed are general categories which will be handled during sessions for both novices and veterans:

Administrators

Administrating programs for the gifted
Defining roles of administrators
Involving students and the community
Exploring alternate programs
Determining aspirations and objectives
Developing staff for gifted programs
Locating resources (human and other)
Understanding problems in gifted-child education

Board Members

Coping with community pressures and community involvement
Examining different approaches to programming
Initiating programs for the gifted and talented
Defining roles of board members
Understanding State and National legislation on G/T
Working with parent and student groups
Locating funding possibilities
Surveying local needs
Encouraging interest and action for programs

Parents

Why parent groups are important
Knowing where the leverage is and how to use it
Changing roles of parent groups
Overcoming problem areas
Developing exciting program options
Knowing about Federal/State legislation
Understanding the gifted child

Time will also be used to look at the myriad of issues which confront those concerned with special educational programs for the gifted and talented and possible solutions to them, to assist individual district teams in their construction of an action plan for their community; to consider the implications of the U.S. Office of Education's Report to Congress on Gifted and Talented Education; to study research presently being done on the identification of minority gifted students; and much, much more.

APPENDIX B

FOCI SHEET #1

PRE-CONFERENCE WORK SHEET

NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE
ON THE GIFTED AND THE TALENTED
316 West 2nd Street, Suite 708
Los Angeles, California 90012

FOCI SHEET #1 FOR THE PARENT-ADMINISTRATOR-BOARD MEMBER
CONFERENCE ON GIFTED EDUCATION PROGRAM PLANNING AND DEVELOPMENT

Dear Parent, Administrator, and Board Member:

To enable us to serve your particular program needs as you work at the Conference to initiate or improve educational opportunities for gifted and talented pupils within your district, we would appreciate your supplying the following information and mailing this sheet to us as soon as possible.

1. Do you presently have a program for the gifted and talented?

   yes_____ no_____

2. If not, have any plans been made for establishing one?

   yes_____ no_____

3. If you do have a program for the gifted and talented, how many students are being served?

   a. Total number of students being served in the gifted and talented program: _____

   b. Total number of gifted and talented being served by grade-level ranges:

kindergarten	_____	grades 7-9	_____
grades 1-3	_____	grades 10-12	_____
grades 4-5	_____	total	_____

4. Briefly describe your program for the gifted and the talented if you have one. Use the back of this sheet if you need more space.

_____
_____
_____
_____
_____
_____

5. Please list briefly what specific types of assistance would be most meaningful to your team during the Conference. Use the back of this sheet if you need more space.

_____
_____
_____

ISS/pww/1-'74

APPENDIX C

EVALUATION QUESTIONNAIRE

NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE
ON THE GIFTED AND THE TALENTED
316 West 2nd Street, Suite 708
Los Angeles, California 90012

CONFERENCE EVALUATION FORM

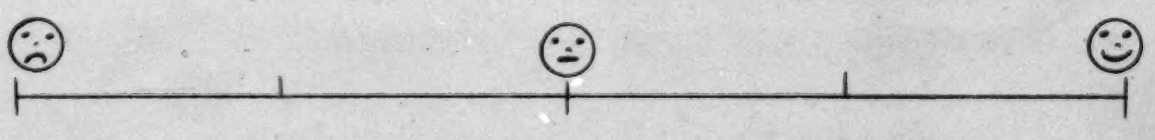
1. Please indicate what you thought were the most helpful part(s) of the conference.

2. Please indicate what you thought were the least helpful part(s) of the conference.

3. What parts of the conference would you change?

4. Specifics	Yes	No
4.1 Were your objectives for attending the conference met? . .	___	___
4.2 Did you listen to the tape and read the pre-conference materials before you arrived?	___	___
4.3 Did you have ample time to talk with other members of your team while you were at the conference?	___	___
4.4 Were the resource people well informed?	___	___
4.5 Was the conference well organized?	___	___

5. Compared to other educational workshops how would you rate this one?



6. What other suggestions do you have for future conferences of this nature?

APPENDIX D

PROBLEM-SOLVING FOCI SHEET #2

AND OTHER RELATED

WORKING TOOLS

NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE
ON THE GIFTED AND THE TALENTED
Civic Civic Tower Building
316 West 2nd Street, Suite PH-C
Los Angeles, California 90012

PROBLEM-SOLVING FOCI SHEET #2 FOR P.A.B. CONFERENCES

1a. PROBLEM: What specific problem about the education of the gifted and the talented currently faces your district (or school)?

1b. TERMINAL OBJECTIVE: Where specifically should your district (or school) be to solve this problem?

2. BARRIERS: What possible barriers are there to prevent you from reaching your terminal objective?

3a. STEPS TO BE TAKEN: What specifically must be done to overcome barriers to reach your terminal objective?

(1)

(2)

(3)

3b. RESOURCES AVAILABLE: Align with "Steps To Be Taken" wherever possible.

(1)

(2)

(3)

ISS/pww/2-'74

WORKSHEET--PLANNING ACTIVITIES AND TIME MODULES*

TASK	DELEGATED RESPONSIBILITIES	ANTICIPATED OUTCOMES			STRUCTURED TIME MODULES	
		Develop	Review	Approve	Beginning Date	Ending Date

* Sandra N. Kaplan, Providing Programs for the Gifted and Talented: A Handbook, Ventura, California, Ventura County Superintendent of Schools, 1973 (working draft), p. 17.

AGENDA FOR PLANNING MEETING
WORKSHEET *

DATE OF MEETING _____ DATE OF NEXT MEETING _____

I. REPORT OF PROGRESS

II. ITEMS FOR ACTION

III. DISCUSSION ITEMS	RECOMMENDATIONS

IV. ASSIGNMENT	PERSON RESPONSIBLE	DUE DATE

* Sandra N. Kaplan, Providing Programs for the Gifted and Talented: A Handbook, Ventura, California, Ventura County Superintendent of Schools, 1973 (working draft), p. 19.

APPENDIX E

INFORMATION SHEET

INFORMATION SHEET

Parent, Administrator, Board Member 1974 Conference on Gifted Education
Program Planning and Development

SAN DIEGO, CALIFORNIA

The 1974 P.A.B. Conference is designed to make individuals conscious of their potential as change agents, advocates, and facilitators in behalf of gifted and talented children. Experts from throughout the country will heighten your awareness for the need for gifted programs; assist you on how to begin or how to expand your programs; familiarize you with and develop programs. As a team, carefully study your pre-conference packet; determine your needs; formulate your questions; come prepared for intensive work sessions, LITTLE REST, exciting dialogue; AND we will send you home with specific action plans for follow-up at the local level.

****

DATE: April 27 - 28, 1974

TIME: 12:00 Noon, Saturday, to 12:30 P.M., Sunday

CONFERENCE SITE: Sheraton - Harbor Island Hotel
Harbor Island Drive
San Diego, California 92101
714-291-2900

ACCOMMODATIONS: Each guest should arrange for individual accommodations. (See enclosed card and brochure.)

MEALS: Saturday Banquet and coffee are included in the registration fee. There will be a cash bar before the banquet. For other meals, the Sheraton has a coffee shop and a restaurant. There are several eating facilities within walking distance of the Sheraton.

TRANSPORTATION:

AIR: San Diego International Airport
COMPLIMENTARY SHUTTLE BUS to the hotel from the airport.

AUTOMOBILE: San Diego is serviced by US 5 and Interstate 395. Take the Sassafras exit from US 5 or the exit from Interstate 395.

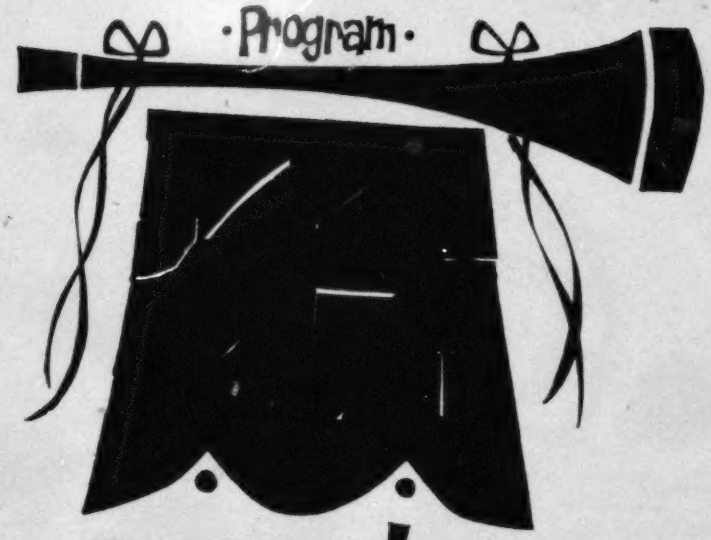
****

MATERIALS: Bring basic information about gifted and talented programs in your district, if you have any. Bring paper, pencils, and pens.

CONFERENCE COORDINATOR: Dr. Lawrence Barry
(714-278-6400, Ext. 365)

APPENDIX F

PAB PROGRAM



Parent Administrator Board Member

1974 Conferences on

GIFTED EDUCATION PROGRAM PLANNING & DEVELOPMENT

SPONSORED BY NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED & THE TALENTED

IN COOPERATION WITH ADAMS CO. SCHOOL DISTRICT, DENVER, COL.
HOWARD CO. PUBLIC SCHOOL SYSTEM, CLARKSVILLE, MARYLAND
DEPARTMENT OF EDUCATION, SAN DIEGO CO., SAN DIEGO, CALIFORNIA
OFFICE OF THE VENTURA CO. SUPT. OF SCHOOLS, VENTURA, CALIF.

HOWARD COUNTY, MARYLAND

NOVICE PROGRAM

TIME	PROGRAM OFFERING	TARGET AUDIENCE	ROOM
12:30 - 1:15	SESSION I	PAB	Main Dining Room (MDR)
	Introductions Opening Address **James Gallagher** Director, Frank Porter Graham Child Development Center, University of North Carolina		
1:15 - 1:45	Orientation **Irving Sato** Director, National/State Leadership Training Institute on the Gifted and the Talented	PAB	MDR
1:45 - 2:00	**Coffee Break**		coffee area
2:00 - 2:30	SESSION II		
	1. Alternate Programs for Gifted/Talented **Joseph Walker** Department of Educational Psychology, College of Education, University of Georgia	PAB	5
	2. Understanding Gifted and Talented **Mary Pilch** Consultant, San Juan, Puerto Rico	PAB	MDR
	3. Resources (Human and Other) **Elizabeth Neuman** Program Specialist, The ERIC Clearinghouse for Handicapped and Gifted Children	P	1
	4. Roles of Administrators **David Jackson** Associate Director, The ERIC Clearinghouse for Handicapped and Gifted Children Executive Director, N/S-LTI-G/T	A	2
2:35 - 3:05	SESSION III		
	1. Alternate Programs for Gifted/Talented **Joseph Walker**	PAB	5
	2. Federal/State Legislation **David Jackson**	P	2
	3. Resources (Human and Other) **Elizabeth Neuman**	A	1
	4. Roles of Board Members **David Sanchez** Board Member, San Francisco Unified School District	B	MDR
3:10 - 3:40	SESSION IV		
	1. Understanding Gifted/Talented **Mary Pilch**	PAB	MDR
	2. Roles of Parent Groups **Carrol Lockhart** President, Texas Association for the Education of Gifted Children	P	2
	3. Staff Development - Inservice **Joseph Walker**	A	5

Novice Program Continued
Session IV

TIME	PROGRAM OFFERING	TARGET AUDIENCE	ROOM
	4. Resources (Human and Other) **Elizabeth Neuman**	S	1
3:45 - 4:15	SESSION V Rap Sessions - All Novices as Teams (Feedback - Interaction)	PAB	5
4:20 - 5:00	SESSION VI Problem Focus Sheet **James Olivero** Executive Director, Nueva Day School and Learning Center **Jane Williams** Deputy Director, Office of the Gifted and Talented, U.S. Office of Education **James Curry** Administrative Intern, N/S-LTI-G/T	PAB	5
5:00 - 6:00	**Social Hour**		
6:00 - 7:30	**Dinner**		MDR
7:30 - 8:15	SESSION VII Brainstorming Session, Problem Solving Prioritizing	PAB	MDR
8:20 - 9:30	SESSION VIII Working on Problem(s) Identified	PAB	MDR
	* * * * * * * * * * SUNDAY* * * * * * * * * *		
8:30 - 9:00	SESSION IX Charge **James Olivero, Irving Sato**	PAB	MDR
9:05 - 10:00	Common-Interest Group Meetings	PAB	MDR
10:00 - 10:30	**Coffee Break**		coffee area
10:30 - 10:50	SESSION X Follow-Up **(Seated by Teams)**	PAB	MDR
10:50 - 11:55	Meeting of Local Teams	PAB	MDR
12:00 - 12:30	SUMMARY **David Jackson, James Olivero Irving Sato**	PAB	MDR

END NOVICE PROGRAM

HOWARD COUNTY, MARYLAND

VETERAN PROGRAM

TIME	PROGRAM OFFERING	TARGET AUDIENCE	ROOM
12:30 - 1:15	SESSION I	PAB	Main Dining Room (MDR)
	Introductions Opening Address **James Gallagher** Director, Frank Porter Graham Child Development Center, University of North Carolina		
1:15 - 1:45	Orientation **Irving Sato** Director, National/State Leadership Training Institute on the Gifted and the Talented	PAB	MDR
1:45 - 2:00	**Coffee Break**		coffee area
2:00 - 2:45	SESSION II Brainstorming, Problem Solving, Prioritizing **James Olivero** Executive Director, Nueva Day School and Learning Center **Jane Williams** Deputy Director, Office of the Gifted and Talented, U.S. Office of Education **James Curry** Administrative Intern, N/S-LTI-G/T	PAB	7
2:50 - 4:10	SESSION III Working on Problem(s) Identified	PAB	7
4:15 - 5:00	SESSION IV How To Develop or Improve a District Plan	PAB	7
5:00 - 6:00	**Social Hour**		
6:00 - 7:30	**Dinner**		MDR
7:30 - 7:55	SESSION V 1. Alternate Programs for Gifted/Talented **Joseph Walker** Department of Educational Psychology, College of Education, University of Georgia	PAB	5
	2. Understanding Gifted and Talented **Mary Pilch** Consultant, San Juan, Puerto Rico	PAB	7
	3. Resources (Human and Other) **Elizabeth Neuman** Program Specialist, The ERIC Clearinghouse for Handicapped and Gifted Children	P	1

Veteran Program Continued
Session V

TIME	PROGRAM OFFERING	TARGET AUDIENCE	ROOM
	4. Administering Programs **David Jackson** Associate Director, The ERIC Clearinghouse for Handicapped and Gifted Children Executive Director, N/S-LTI-G/T	A	2
8:00 - 8:25	SESSION VI		
	1. Alternate Programs **Joseph Walker**	PAB	5
	2. Federal/State Legislation **David Jackson**	P	2
	3. Resources (Human and Other) **Elizabeth Neuman**	A	1
	4. Roles of Board Members **David Sanchez** Board Member, San Francisco Unified School District	B	7
8:30 - 8:55	SESSION VII		
	1. Understanding Gifted and Talented **Mary Pilch**	PAB	7
	2. Constructively-Supportive Parent Groups **Catherine Kennard** Southern California Director, California Parents for the Gifted	P	2
	3. Staff Development - Inservice **Joseph Walker**	A	5
	4. Resources (Human and Other) **Elizabeth Neuman**	B	1
9:00 - 9:30	SESSION VIII		
	Rap Sessions as Teams (Problem Focus Sheet)	PAB	5
	* * * * * * * * * * SUNDAY * * * * * * * * * *		
8:30 - 9:00	SESSION IX		
	Charge **James Olivero, Irving Sato**	PAB	MDR
9:05 - 10:00	Common-Interest Group Meetings	PAB	5
10:00 - 10:30	**Coffee Break**		coffee area
10:30 - 10:50	SESSION X		
	Follow-Up (Seated by Teams)	PAB	MDR
10:50 - 11:55	Meeting of Local Teams	PAB	MDR
12:00 - 12:30	SUMMARY **David Jackson, James Olivero, Irving Sato**	PAB	MDR

END OF VETERAN PROGRAM

PAB CONFERENCE

Maryland — March 2-3

Colorado — March 30-31

California — April 27-28

The 1974 PAB Conference is designed to make individuals conscious of their potentials as change agents, advocates, and facilitators in behalf of gifted and talented pupils. The major emphases of this Conference are (1) an increased awareness of the need for special programs, (2) familiarization with available resources, and (3) the organization and maintenance of active local parent groups to work constructively with school personnel to support and develop programs. Experts from throughout the country will be available in small-group-interaction sessions to assist participants in formulating action plans tailored to the needs of their local districts.

PAB TASK FORCE MEMBERS

Mary Ann Faris
Information Officer
U.S. Office of Education
Region IX

David Jackson
Associate Director
The ERIC Clearinghouse
for Handicapped and
Gifted Children
Executive Director, N/S-LTI-G/T

Catherine Kennard
Southern California Director
California Parents for the Gifted

Beverly King
Executive Director
California Parents for the Gifted

Robert Munk
Industrial Consultant
San Diego

David Sanchez
Board Member
San Francisco Unified School
District

Maryland Conference Coordinator

Martha Sullivan
Supervisor of Special Education
The Howard County Public School
System

Colorado Conference Coordinator

Raymond McGuire
Superintendent
Adams County School District 14

California Conference Coordinator

Lawrence Barry
Special Education Coordinator
EH and Gifted
San Diego County Schools

Conference Chairman

Irving S. Sato
Project Director
N/S-LTI-G/T

Conference Associate Chairman

James Olivero
Executive Director
Nueva Day School and Learning Center

Title VI of the Civil Rights Act of 1964 states:

"No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, or denied the benefit of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Therefore, EPDA programs must be operated in compliance with this law.